

Baton Rouge Community College

Academic Affairs Master Syllabus

Date Approved or Revised: August 08, 2008

Course Name: English Composition I

Course Number: ENGL 101

Lecture Hrs. 3

Lab Hrs. 0

Credit Hrs. 3

Course Description: Introduces writing in forms of expressive and informative discourse with emphasis on writing as a learning, thinking process. Includes discussion of and practice in strategies used in prewriting, writing, and revising. Students must pass a departmental exit exam to pass the course.

Prerequisites: Appropriate placement test score or ENGL 091

Co-requisites: None

Suggested Enrollment Cap: 24

Learning Outcomes: Upon successful completion of this course, the student will be able to:

- Apply a variety of strategies to create, shape, and revise an essay
- Determine the purpose of a writing task
- Address a specific audience by adapting content and tone
- Write an introduction that grabs the reader's attention and signals the purpose of the text
- Write a specific, unified, restricted thesis statement
- Write focused and unified paragraphs with a clearly stated topic that supports and develops the thesis statement
- Develop ideas with specific examples, details, and illustrations
- Write a conclusion that reinforces the major idea of the essay without merely summarizing
- Write varied, coherent sentences using subordination, coordination, parallelism, and balance
- Write in standard edited English, free from major lapses in usage, mechanics, and spelling
- Integrate and document information using MLA guidelines at an introductory level

General Education Learning Outcomes: This course addresses the following General Education Learning Outcomes. Students will:

- demonstrate the ability to think critically, which includes collecting facts and making decisions based on them, comprehending and analyzing texts, and solving problems using methods of critical and scientific inquiry
- communicate effectively using standard written English
- use computer technology to access, retrieve, process and communicate information
- examine and identify cultural, ethnic, and gender diversity

- apply core values in making ethical, personal, social, and professional decisions

Assessment Measures:

- Instructor-designed tests and/or quizzes
- Instructor-created essay assignments graded with a departmental rubric
 - Four to six essays (600 – 750 words minimum)
 - Total word count for essays must be at least 4000
 - Narrative and/or descriptive essays must NOT constitute the majority of assignments
 - While a research project may be included, the majority of the essays should not be research based, allowing for the student's portfolio to be assessed for course learning outcomes and core competencies.
 - One essay must be at least 750 words
 - Students must maintain a folder with **all** graded essays and drafts
- Departmental exit exam given at the end of the semester and graded with the departmental rubric

Information to be included on the Instructors' Course Syllabi:

- **Exit Exam:** At the end of the semester, students will be required to take an exit exam. In order to receive a passing grade for ENGL 101, students must pass the exit exam/folder challenge and earn a cumulative "C" or better on coursework.
- **Disability Statement:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
- **Grading:** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor's and/or the department's policy for make-up work. For example in a speech course, "Speeches not given on due date will receive no grade higher than a sixty" or "Make-up work will not be accepted after the last day of class."
- **Attendance Policy:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
- **General Policies:** Instructors' policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
- **Cheating and Plagiarism:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
- **Safety Concerns:** In some programs this may be a major issue. For example, "No student will be allowed in the safety lab without safety glasses." General statements such as, "Items that may be harmful to one's self or others should not be brought to class."

- ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

Expanded Course Outline:

- I. Writing Process
 - a. Strategies to create, shape, and revise an essay
 - b. Determining the purpose of a writing task
 - c. Addressing a specific audience by adapting content and tone
- II. Basic Essay Structure
 - a. Thesis statement
 - b. Writing paragraphs with a clearly stated or implied topic that supports and develops the thesis statement
 - c. Writing introductions that grabs the reader's attention and signals the purpose of the text
 - d. Developing ideas with specific examples, details, and illustrations
 - e. Writing a conclusion that reinforces the major idea of the essay without merely summarizing
- III. Grammar, Mechanics and Style
 - a. Write varied, coherent sentences using subordination, coordination, parallelism, and balance
 - b. Write in standard edited English, free from major lapses in usage, mechanics, and spelling
- IV. MLA guidelines for documentation